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ABSTRACT

This report explains the role of reading/language arts resource specialists, contains tips for setting up a resource specialist program, and presents data--and discussions of this data--collected in a field testing of a staff development project conducted by the Florida Right to Read effort during the 1973-74 school year. The latter half of the document consists of ten appendixes which contain information related to the staff development project, including evaluations of instructional materials and a summary of techniques and activities used by resource and classroom teachers. (JH)

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SETTING UP A
READING
LANGUAGE ARTS
RESOURCE
SPECIALIST
PROGRAM

A Final Report

Developed by
Florida
Right
To
Read

Department of Education
Tallahassee, Florida
Ralph D. Turlington, Commissioner

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from the Florida Right to Read Staff Development Program.

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TIPS FOR SETTING UP A READING/LANGUAGE ARTS RESOURCE SPECIALIST PROGRAM

Educators are constantly being asked about the school reading program--what is being done and what changes are occurring. One reply which is becoming increasingly more familiar relates to a change in the role of the reading specialist. Many schools are seeing a need to change the reading specialist's role from that of a remedial reading teacher to one of a reading/language arts resource specialist who works primarily with teachers in coordinating the communication skills into all areas.

Past experience has shown that direct assistance to teachers by a reading/language arts resource specialist--helping them to adjust and improve their teaching skills and to better organize a reading program which provides for individual student needs--contributes greatly to improved student achievement. New materials, innovative methods, and remedial reading teachers who work with a limited number of students have not caused significant improvements in the reading achievement of students. The reading/language arts resource specialist can assist in strengthening the teaching staff, each of whom can then contribute to the increased reading success of the students.

The duties and responsibilities of a reading/language arts resource specialist include:

- Providing leadership for staff development in the communication skills for all school instructional staff including administrators, classroom teachers, media specialists, exceptional child teachers, special teachers, and aides. In order to coordinate a total school developmental reading program and to assist in developing a more competent staff who can diagnose, prescribe, evaluate, and build reading fluency for all students the staff development should be done

- through observation and demonstration in the classroom setting
- during teacher planning time
- throughout the regular staff development program
- at specially designated times during the school day.

- Coordinating the total reading/language arts program to provide continuous progress from one level to another.

- Providing assistance to the school faculty in the form of aiding the content area teachers in identifying the reading skills related to their content area, diagnosing strengths and weaknesses of those skills, and identifying resources which can help the teacher to meet the needs of individual students.

In securing a person to work as a reading/language arts resource specialist the following ideas must be kept in mind:



- The job calls for the development of a working relationship with many people and depends on personality as much as skill. The person hired should be friendly, flexible, openminded, and must be able to work successfully with others.
- A reading/language arts resource specialist should have experience in classroom teaching and in the teaching of reading, as well as training in the areas of reading/language arts, child development, educational psychology, and teaching strategies.

- It may or may not be wise to hire a current staff member for this position (based on responses from this project).
- It is probably not wise to share a reading/language arts resource specialist with another school (based on responses from this project).

To assist the reading/language arts resource specialist in assuming this new role the following ideas may be useful:

- The principal, staff, and resource specialist should cooperatively agree upon the role of a reading/language arts resource specialist. (Without the backing of the principal there is not much chance of success!)
- The special needs of the staff should be determined with a questionnaire or check list. A faculty decision must be made as to which needs are top priority and should be emphasized in the school to improve the teaching of reading.
- The resource specialist must become acquainted with the existing reading programs (Title I, SLD, Gifted, etc.) in the school. The emphasis should be on coordinating all of the programs through the classroom teacher.
- The resource specialist must be familiar with all materials available in the school. An inventory of the reading materials can be done to assist the teachers as well as the resource specialist.

There are many things that a reading/language arts resource specialist definitely should not do if she wants to be effective in her role. Some things to avoid include:

DO NOT be an evaluator of a classroom teacher's ability. Observe to provide assistance, not to evaluate.

DO NOT be overpowering with knowledge or pushy with ideas.

DO NOT be sarcastic or antagonistic.



DO NOT be a gossip or a tattletale.

DO NOT discourage a teacher wanting to try a new idea. Look to teachers for additional ideas and give them credit for their ideas.

DO NOT fail to continue one's education. Trends, materials, developments, as well as school curricula constantly change. Stay informed!!

DO NOT ignore the need to appreciate, praise, recognize and build the self concepts of the people with whom one is working.

The following report explains more specifically the role of the reading/language arts resource specialists and the data collected in a field testing of a staff development project conducted by the Florida Right to Read during the 1973-74 school year. This information should be helpful in establishing a reading/language arts resource specialist program in your school.

WHAT WAS THE PURPOSE OF THE RIGHT TO READ STAFF DEVELOPMENT PROJECT?

The purpose of the Right to Read Staff Development Project, 1973-74, was to field test a staff development concept for reading which would provide data for a state model for staff development. The concept was designed to have an instructional impact at three levels:

DISTRICT --through the training and exchange of ideas among district supervisors

SCHOOL --through the training of reading/language arts resource specialists

CLASSROOM--through the assistance given by the reading/language arts resource specialists to meet the staff development needs of individual classroom teachers and students

This thrust was initiated because, after years of emphasizing the importance of remedial reading teachers, the incidence of reading failure has not been alleviated effectively. This is due to many factors, such as:

- The remedial teacher can only reach a small segment of the population.
- The student must fail before he receives help.
- New damage is often being done faster than the remedial teacher can remediate because necessary coordination and follow-up are not being done.
- The classroom teacher sometimes has less confidence in her ability to teach reading and less of a sense of responsibility for reading achievement when there is another person responsible for remediation.
- The students suffer the stigma of being removed from the classroom for remedial instruction.

Therefore, the state and national Right to Read efforts are directed to the training of classroom teachers (based on important research findings which indicate that the most effective training occurs on an individual basis within the teacher's classroom). Emphasis is placed on the training of people on the district and school levels. These people provide the necessary training to the classroom teacher who in turn can thus be more effective in teaching students basic reading and language arts skills.

This project was specifically designed to determine:

- the role description for the resource teacher which allows flexibility but also outlines specific responsibilities
- the training experiences needed by the persons filling these positions and the training experiences which seem to contribute to the success of the person
- the most prevalent staff development needs of the reading/language arts resource teachers
- the more successful techniques used in assisting classroom teachers
- the school management and organization systems which assist the resource teachers in giving the most assistance to the classroom teacher
- the need for a specialist to work with disabled readers outside the classroom when these resource teachers are available to provide assistance to the classroom teacher

WHO WERE THE PARTICIPANTS IN THE PROJECT?

Sixty demonstration schools from eight Florida school districts were selected to participate in the project. (See

schools listed in Appendix 1). One criteria was that each of these demonstration schools employ a reading/language arts resource specialist.

WHAT TEACHING EXPERIENCE AND EDUCATIONAL BACKGROUND DID THE READING/LANGUAGE ARTS RESOURCE SPECIALISTS BRING TO THE PROJECT?

Data were collected from the reading/language arts resource specialists to determine experiential and educational attributes possessed by these people which contributed to their success as a resource person. Based on the analysis of these data, it was determined that a successful reading/language arts resource specialist should have:

- at least a master's degree
- elementary certification
- reading certification
- elementary teaching experience
- reading teaching experience
- involvement in a program of continuous inservice staff development training in reading/language arts and related social and psychological areas

(For the results of the survey from which this summary was taken, see Appendix 2).

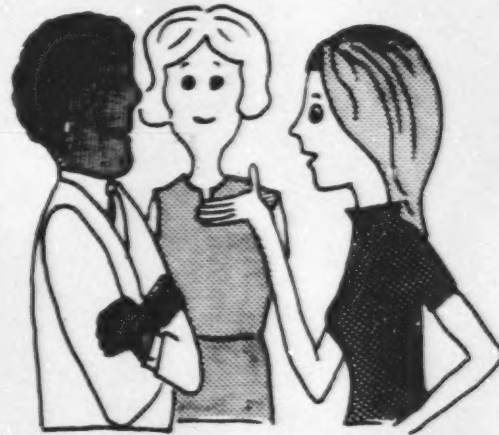
These data were used by the Department of Education to recommend the following certification requirements for a reading/language arts resource specialist:

- A minimum of three years teaching experience with a portion of this experience as an elementary classroom teacher.

- Reading certification on a Rank III, II, IA, or I level according to the 1967 reading certification requirements.
- Competencies in the following areas:
 - *● Language arts
 - *● Human relations/change agent skills
 - *● Organization and administration of the reading/language arts program

*It is recommended that the reading/language arts resource specialist meet these first two requirements prior to assuming the position and should be working toward fulfilling the third within a reasonable time period.

HOW WERE NEEDS FOR
STAFF DEVELOPMENT
DETERMINED?



SPECIFIC NEEDS SURVEY

District supervisors and reading/language arts resource specialists were asked to provide information regarding specific needs they had for improving their knowledge and skills. Five alternative need areas were given with allowances made for possible additions. The five areas were (1) Basic Reading Skills; (2) Change Agent Skills; (3) Organizing, Developing, and Administering a Communication Skills Program;

(4) Preparation of Support Materials; and (5) General Information Related to Specific Areas. The summary information from seven of the eight participating districts indicated that of these five areas, the area of Change Agent Skills was most needed in staff development and that Basic Reading Skills was the area in which the persons felt most competent. The responses to the other three areas show staff development needs as follows (from greatest to least): (1) Preparation of Support Materials; (2) Organizing, Developing, and Administering a Communication Skills Program; and (3) General Information Related to Specific Areas. For a detailed analysis of responses to the Specific Needs Survey, see Appendix 3.

PROFESSIONAL OPINION SURVEY

District supervisors and reading/language arts resource specialists were asked to respond to a more specific listing of areas in which more staff development was needed and given a chance to add other possibilities. The first four priorities in order of concern were:

- Correlating reading instruction with other areas and other teachers
- Providing for classroom management
- Evaluating the reading program
- Individualizing instruction

For a complete list of concerns, see Appendix 4.

STANDARDIZED TEST NEEDS SURVEY

Districts were asked to examine the test results from their standardized testing program to determine further needs

for staff development. The top priority based on this survey was a need for training in developing comprehension skills. After looking at their test results many districts felt that making a staff aware of the importance of teaching at the child's instructional level and teaching specific skills should be a major concern of staff development programs. For a complete summary of the results of this survey, see Appendix 5.

ITEM ANALYSIS OF THE INVENTORY OF TEACHER KNOWLEDGE OF READING (Artley and Hardin)

The Artley test was administered to reading/language arts resource specialists and a random sampling of classroom teachers to further determine needs for staff development. The most frequently missed item by the reading/language arts resource specialists was the following item:

Reading instruction with severely disabled readers seems most effective when:

- a. it is conducted within the regular classroom so as not to isolate from their classmates those who need remedial help.
- b. a pupil receives the remedial help along with regular classroom reading instruction.
- ☒ c. it is conducted outside the regular classroom by a remedial reading teacher.
- d. it is conducted within the regular classroom by a special reading teacher.

This was understandable in light of the Right to Read emphasis and the national trend toward keeping students in the classroom for instruction.

The most frequently missed item by classroom teachers was the following item:

In the word, please, there are ____ phonemes.

- a. 3
- ☒ b. 4
- c. 5
- d. 6

This may indicate a lack of familiarity of specific reading terminology.

The second most frequently missed item by both reading/ language arts resource specialists and classroom teachers was the following item:

The mental age deemed necessary for beginning reading instruction is:

- a. 6 years and 6 months as determined by an individual intelligence test.
- ☒ b. determined by the type of reading program that will be initiated.
- c. important if considered along with level of experiential background.
- d. relatively unimportant.

Each district was given an item analysis of the test scores of its participants. This information could be utilized by the districts in planning their staff development. For the complete analysis of the Artley Test for resource teachers and classroom teachers, contact the Florida Right to Read Office.

The four needs assessment procedures were concerned with different aspects of the reading program and therefore

identified different needs. These varied results point out the value of a comprehensive examination of the needs of a faculty, a resource teacher, a student, and a school program.

Although the first needs survey showed a greater concern for change agent skill training than basic skill development training, the survey based on the results of standardized testing indicated that teachers need to develop the comprehension skills of students to a greater extent and therefore, staff development to develop strategies and ideas would be beneficial.

This need is emphasized again in the evaluation of reading/language arts resource specialists by district supervisors discussed later in this report. The supervisors identified the need for training in critical reading skills as a priority. However, in the self-evaluation by the reading/language arts resource specialists, the need for additional staff development in evaluating particular skill deficits and prescribing from a variety of sources and materials was the major area of concern.

While certain items on the Artley-Hardin Inventory of Teacher Knowledge of Reading were missed more frequently than others, there was no consistent pattern which could be used as a group needs summary. However, this instrument is very valuable for an individual needs assessment for staff development planning on a school level.

WHAT WERE THE AREAS OF PROFESSIONAL GROWTH PROVIDED FOR THE
READING/LANGUAGE ARTS RESOURCE SPECIALIST THROUGH THIS PROJECT?

Through participation in the staff development sessions provided by the Right to Read Effort and the inservice sessions provided by the district supervisors, the reading/language arts resource specialists were exposed to a variety of opportunities for growth.



Based on the surveys which established needs for staff development, workshops were held all over the state. Training was provided in the following areas of need:

- Basic skills
- Change agent skills
- Organizing, developing, and administering reading programs
- Preparation of support material
- General information related to reading programs directed to specific areas

For the exact locations, dates, consultants utilized, and topics covered in some of the workshops, see Appendix 6.

Each district was asked to submit a list of areas in which they were providing specific staff development training. The nine most frequently mentioned areas were the following:

	<u>Percent</u>
• Diagnosing reading needs	100.0%
• Individualizing	75.0
• Building a school-wide developmental reading program	75.0
• Providing for classroom management	75.0
• Testing and evaluation	75.0
• Grouping children	62.5
• Working with the slower reader	62.5
• Teaching reading in the content areas	62.5
• Developing motivation	62.5

For a complete summary of the listing of district inservice programs, see Appendix 7.

HOW DID THE READING/LANGUAGE ARTS RESOURCE SPECIALIST UTILIZE THE INFORMATION GAINED IN STATE AND DISTRICT WORKSHOPS?

As a result of the training received in state and then district level workshops, the reading/language arts resource specialists were able to go back to their local schools and hold staff development workshops. Thus, the multiplier effect of one state workshop resulting in many district inservice workshops, which then results in many, many individual school workshops is an effective and wise use of time, money, and effort to increase classroom teachers' knowledge.

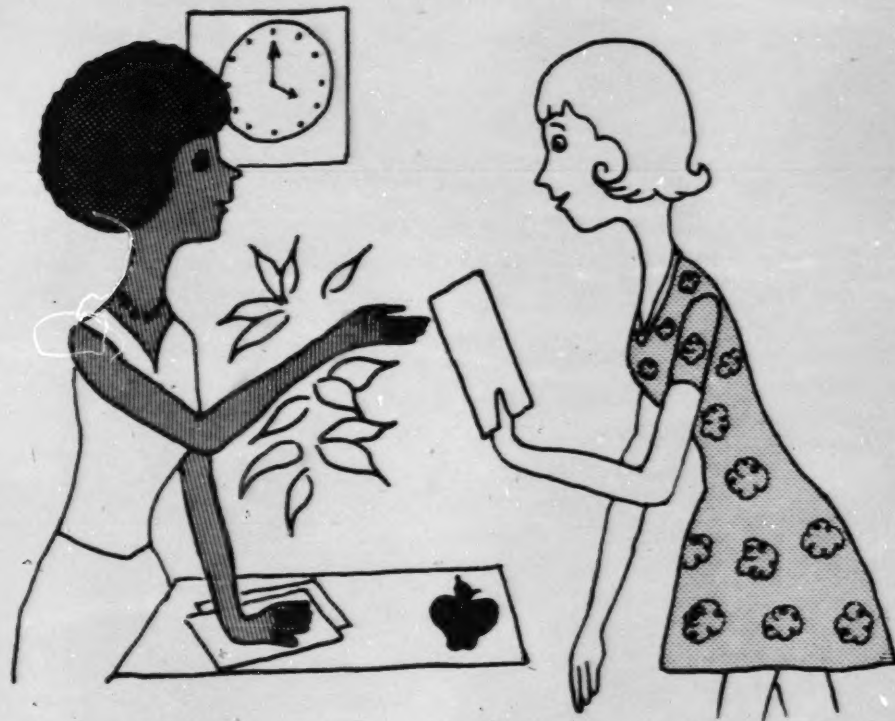
The reading/language arts resource specialists reported that they utilized the information from the state and district workshops in the staff development that they held in their schools. Inservice training at the individual school level was accomplished with the total staff, small groups, grade

level groups, and/or individual sessions. The reading/ language arts resource specialist, in many cases, determined the needs and desires of the staff through a questionnaire, letter, or self-evaluation checklist. They planned and directed workshops in such areas as:

- Steps in setting up a developmental reading program
- Teacher competencies in reading
- Orientation in the use of new basal series
- The construction, administration, and evaluation of an informal reading inventory
- The administration and use of diagnostic instruments
- Reading in the content area
- Grouping children for instruction
- Diagnosing individual student instructional needs
- SQ3R method of study
- Linguistic exercises
- Selecting and using materials for specific skills
- Item analysis
- How to teach a directed reading lesson
- How to teach word attack skills
- How to teach comprehension skills
- How to teach perceptual skills
- Right to Read workshop materials and information
- Purkey video tapes
- A demonstration of new equipment
- A demonstration of new materials

In some districts the reading/language arts resource specialist arranged for an outside consultant to speak to the faculty and then did follow-up with individual teachers or the entire faculty as needed.

HOW DID THE READING/LANGUAGE RESOURCE SPECIALIST HELP THE CLASSROOM TEACHER?



The staff development project was an attempt to change the role of the reading specialist from a remedial reading teacher to a resource teacher who would help classroom teachers develop their knowledge and management of reading programs. The Right to Read staff recommended that 80 percent of a reading/language arts specialist's time be spent working with teachers and 20 percent with students outside the classroom.

Although the 80 percent of time spent in the classroom with teachers was not always possible, the districts strove toward this goal. The reading/language arts specialists kept logs of how they spent their time and of how they were utilized by the administration and staff. Some ways of assisting classroom teachers included:

- Suggesting and demonstrating materials and/or approaches for individuals or groups of children
- Evaluating results of reading tests and recommending follow-up procedures
- Demonstrating how to find the reading level for the child
- Helping teachers with record keeping
- Implementing reading techniques in content areas
- Demonstrating teaching techniques
- Helping set up skills kits or files
- Helping set up a classroom management system
- Helping establish learning centers for reinforcement of instruction
- Team teaching with the classroom teacher
- Helping to identify student reading interests and setting up reading interest centers
- Presenting new materials to the whole class with follow-up by the classroom teacher
- Helping teachers devise reading games, study guides, and learning packets
- Taking over a teacher's class while she visited another teacher to get ideas
- Constructing materials for teachers, such as preparing cassette tapes and accompanying booklets to introduce and reinforce various skills
- Providing information on available alternative sources of material for skill development

- Planning with and assisting teachers in enriching the literature program

The classroom teacher needs to be assured that the reading/language arts resource specialist is visiting the classroom to help but not to evaluate. In order to establish rapport and increase involvement the reading/language arts resource specialists in this project used various initial procedures. The following is a sample of a letter and questionnaire used by two different resource specialists to inform teachers of their services and/or to find out how they could help teachers.

LETTER

Teachers,

I am setting up a schedule so that I can be in each complex at least once a week. I will be there so that I might be more acquainted with your techniques of teaching so that in turn, I will be able to work with each of you. The Reading/Language Arts Resource Specialist has been set up as a "helping profession." This position has been created to help you set up any activities that would be beneficial in the education of your students. Such activities might include:

- Setting up learning centers
- Testing of individual children regarding reading
- Demonstration of new materials
- Demonstration of teaching a specific skill
- Reorganization of reading groups
- How to implement reading in the content areas
- Inservice training - availability of professional books

If you find that you need something, but I am not available to you at that moment, please leave a message in the little room off the library that will be used as the reading room and I will be in touch with you as soon as possible.

Linda Clifton
Palm Beach County

QUESTIONNAIRE FOR ADULT BASIC EDUCATION TEACHERS
FROM PHYLLIS RUZAT, PALM BEACH COUNTY

Teacher Name _____

Subject(s) taught _____

Approximate number of students enrolled in
your class(es) past quarter _____

- I. Would you be willing to take the Inventory of Teacher Knowledge of Reading (anonomously)? yes no
- II. Does the reading level of a student in your class affect his achievement in your specific content area?
definitely sometimes not necessarily
- III. Approximately what percentage of your students do not read well enough (in your opinion) to keep up and/or achieve as you would like to have them achieve?
0-25% 25-50% 50-75% 75-100%
- IV. Do you personally know any specific techniques of helping low readers in your class so they might succeed?
(Assuming that you probably have not taken a reading course)
none some many not necessary for my area
- V. Would you be interested in learning additional techniques geared specifically for reading skills in your content area?
yes perhaps no not necessary for my area
- VI. Would you be willing for me to give one of your classes a reading test? yes no
- VII. Check items in which you may be interested:
- 1. In-service workshops
(Reading in the Content Areas)
 - 2. In-service training
(One-to-one with Reading Resource Teacher)
 - 3. "Newsletter" giving general and specific hints on teaching reading skills needed in the different content areas.
 - 4. Determine reading level of your texts.
 - 5. Other: (Explain, using back of page)

HOW DID THE READING/LANGUAGE ARTS RESOURCE SPECIALIST HELP THE STUDENTS?

With the emphasis on working with teachers the time spent with students outside the classroom was reduced.



Specific ways of working with students listed by reading/ language arts resource specialists include the following.

- Evaluating new students, starting individual profile sheets, and recommending placement
- Evaluating reading skills of individual children, identifying strengths and weaknesses, and recommending programs or approaches
- In-depth evaluating of students with severe reading disabilities
- Implementing a student tutor program
- Teaching remedial groups or lab students for short periods of time

HOW DID THE READING/LANGUAGE RESOURCE SPECIALIST HELP THE ADMINISTRATION AND TOTAL STAFF?

The reading/language arts resource specialist is a key person in implementing an improved school reading program

which necessitates a total administrative and staff involvement. Working toward this goal, the reading/language arts resource specialists in this project helped the administration and staff in the following ways:

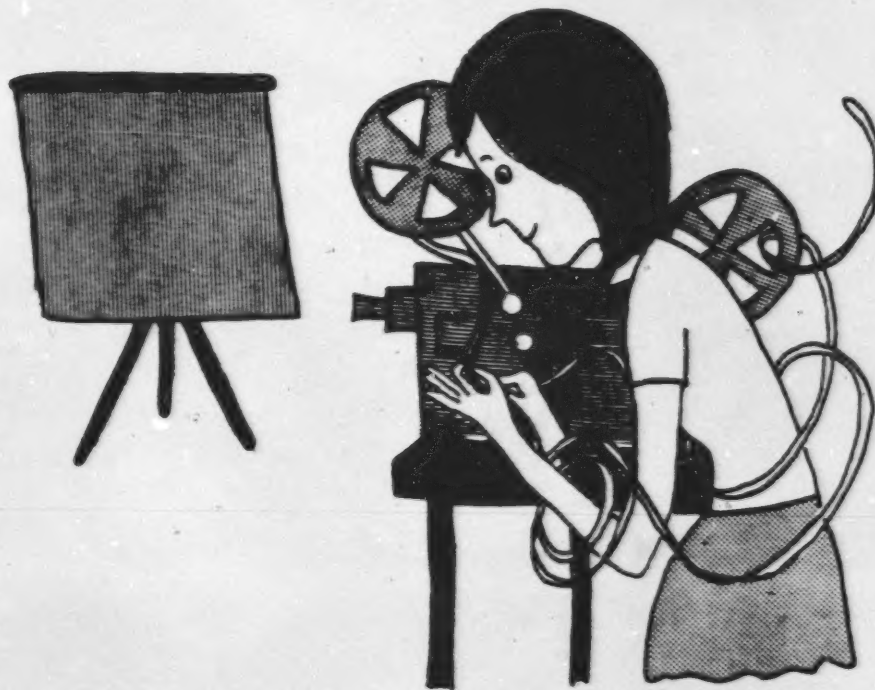
- Explaining the role of a reading/language arts resource specialist.
- Assisting the administration in setting priorities or goals, defining objectives, and writing programs suitable to the needs of the school.
- Compiling, categorizing, and disseminating information about the reading materials available in the school.
- Implementing a systems approach or skills management system for the school.
- Coding materials or keying materials into the systems approach.
- Administering needs assessment questionnaires to determine inservice needs.
- Conducting staff development in reading approaches and teaching techniques.
- Bringing new materials, approaches, and current research to the attention of the staff.
- Aiding Title I and Migrant Program reading teachers in setting up their programs and correlating their programs with the school's reading program.
- Planning for a more sequential and structured reading program.
- Coordinating school-wide testing and analyzing test results.
- Determining readability levels of textbooks.
- Organizing a resource center:
 - Making files of material on reading objectives.
 - Making an inventory of reading materials in the school.
 - Gathering material on hand and ordering needed materials.
 - Setting up a check-out system for various games and other reading-related items.

- Participating on a school staffing team.
- Organizing a school reading newspaper.
- Planning with classroom teacher, principal, media specialist, speech therapist, exceptional child education teacher, school nurse, social worker, supervisors, curriculum coordinator, aides and paraprofessionals, psychologist, guidance counselor, and other special personnel.
- Evaluating the total reading program.
- Participating in conferences with parents, teachers, and other personnel.
- Assisting in the selection and ordering of textbooks and materials.
- Coordinating reading aide activities.
- Providing inservice for paraprofessionals and aides.
- Acting as chairman of the language arts committee.
- Making instructional materials:
 - Skinny books
 - Concept cards
 - Games
- Helping substitute teachers.
- Helping the staff to be more concerned with a change in self-image on the part of students who have a consistent attitude of failure and to understand the role they play in the academic and emotional success pattern of each student.
- Disseminating information from:
 - Right to Read staff development sessions.
 - County staff development sessions.
 - State and National Conferences
- Explaining the school's reading program to the public.
- Training adults who were interested in being volunteer tutors.

WHAT DID THE READING/LANGUAGE ARTS RESOURCE SPECIALISTS
PURCHASE WITH RIGHT TO READ FUNDS?

Each of the Right to Read schools in the eight districts were given \$350 to spend in any way that they thought would be helpful in improving reading in the school. Most schools bought materials or equipment. However, some schools paid for consultants to come into their individual schools, or paid for personnel to attend other state staff development workshops or the IRA Convention. The materials that were received by the schools in time to be used this year are listed in Appendix 8. A comment as to their usefulness is included. The lists are divided according to:

professional resources
materials
equipment
kits
games



WHAT ACTIVITIES OR TECHNIQUES DID THE
READING/LANGUAGE ARTS RESOURCE SPECIALISTS FIND MOST USEFUL?

The reading/language arts resource specialists were asked to choose activities, techniques, or presentations that they felt had been especially effective and would be helpful to other resource teachers. The most frequently suggested activity was the identification of individual skill deficits. Many different systems approaches or materials to accomplish this goal were mentioned. These activities, techniques and comments listed by reading/language arts resource specialists are found in Appendix 9.

HOW DID THE DISTRICT SUPERVISORS EVALUATE THE RESOURCE SPECIALISTS
AS CONTRASTED WITH THE RESOURCE SPECIALISTS' EVALUATIONS OF THEMSELVES?

The evaluation of reading/language arts resource specialists by district supervisors was essentially positive in regard to: (1) getting along with people; (2) presenting themselves; (3) investing themselves; and (4) coping with their situations. The reading/language arts resource specialists appeared to get along best with district supervisors and less well with classroom teachers. This may be due to several factors. The district supervisors had, in some cases, hand-picked the resource teachers, they shared a professional interest, and they became close through a joint effort. On the other hand, establishing rapport with the classroom teacher, when one is trying to change attitudes and impart

knowledge, is probably the most difficult task, but is essential if the reading/language arts resource specialist is to be successful in this role.



In evaluating the specific competencies, the district supervisors felt that the reading/language arts resource specialists were quite competent in several areas. The areas in which further development was most needed were:

- Critical reading skills.
- Selecting reading materials in relation to learning modalities and learning rate.
- Basic skills for content subject reading.
- Demonstrating the understanding and application of various approaches and teaching methods, matching them to preferred learning modalities and rates.
- Listening comprehension skills.
- Some informal and formal diagnostic processes.

In evaluating themselves, the reading/language arts resource specialists indicated that the most important areas in which they needed additional training were:

- Knowledge of available information sources and materials.
- Knowledge of evaluative instruments to test the accomplishment of individual objectives.
- Selection of evaluative instruments to determine individual problem areas.

For a complete summary of these evaluations, see Appendix 10.

HOW DO THE READING/LANGUAGE ARTS RESOURCE SPECIALISTS FEEL ABOUT THEIR ROLES?

"As I work in classrooms, 'on the spot' staff development is provided. As I work with students in the classroom situation, I can better advise the teacher."

"I depend on the media specialist very much. Not only do we discuss materials and books but we discuss children. She refers children to me."

"I taught skill groups in classrooms, including an experience approach with a group of fifth graders. This experience approach involved the total language arts area--writing letters to Miami Dolphins, spelling, reading, sharing orally, etc."

(Part of monthly log) "This month I helped plan reading/language arts instruction 17 times. I demonstrated materials 16 times. I evaluated student placement and analyzed 13 kits or materials. I taught 18 skill groups. I substituted once for a teacher who went to visit another school. I evaluated 15 individual students' reading skills, and I did diagnostic teaching for 16 students. I evaluated the school reading/language arts program 5 times. I recommended book requisitions and supplemental materials 5 times each. I directed two workshops. Staff development was an on-going activity. I attended 5 faculty meetings. I had daily conferences with the teachers and principal of our school. I met with student tutors 5 times, and with the reading/language arts supervisor 4 times. I met with our principal, our SLD supervisor, school psychologist, SLD teacher, and classroom teachers for a staffing on a third grade student."

"The teacher response to help has been tremendous. Arrangements were made for inservice points yet most teachers said that they would not be concerned about the points since the materials had been so helpful. This project has spearheaded or been the cause of plans to implement vocabulary study in all content areas throughout the school. Eventually the plan is to have a master vocabulary file available to any content area teacher in the school."

"This year was a small beginning in making more teachers aware of some techniques and materials needed in teaching reading at various levels in their content area. And they are interested!"

"One major part of my job is to work with a "Master File" of reading materials. I am working on this now and will be for quite a while. I am trying to get lots of material on all grade levels on each of a long list of reading skills. I hope to get teachers to use the file extensively and to use materials on all levels when necessary."

"I concentrated on helping individual teachers, using this system: (1) plan; (2) demonstrate; (3) let teacher do it; and (4) evaluate."

"I planned reading/language arts instruction with a new teacher and volunteers who responded to a notice in the church paper (at the request of the teacher involved)."

(Response to Right to Read workshop) "Excellent. Received a lot of usable information. Meetings were conducted on a level that was comparable to our knowledge and training."

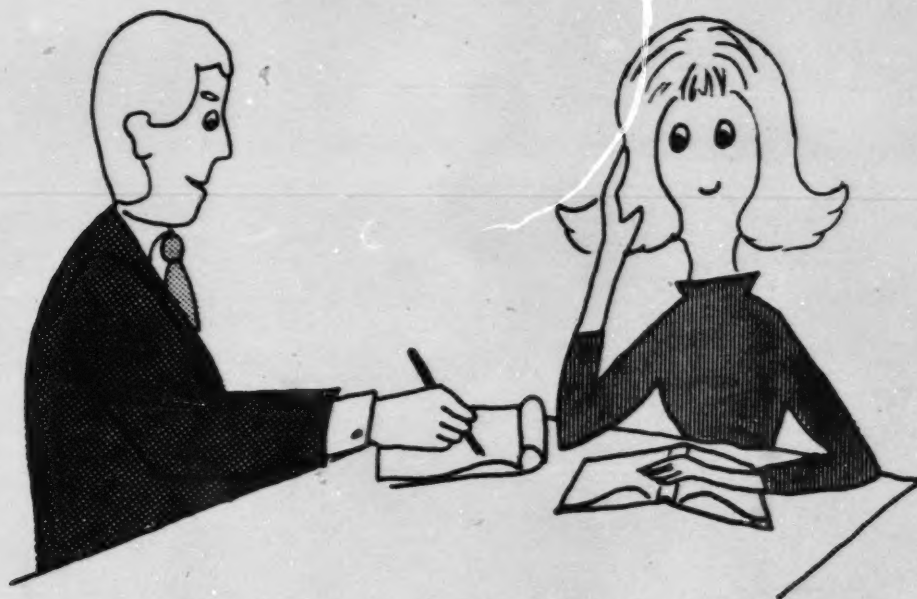
"I demonstrated material to a classroom teacher. I found the attitude really good and open and I could see some change in the teacher's techniques."

"I taught a skill group for a teacher who was ready for this technique. Her follow up the next day was beautiful."

"One of my objectives is to be open to suggestions from the administration and faculty on how my job can best serve their needs and the needs of the students."

(Utilizing parents) "Yesterday parents came into our school and helped us cover boxes with contact paper and make skeletal outlines for class profile sheets."

(From a classroom teacher) "She located reading materials for use in my class. She was a lifesaver when I needed low level reading material."



"In helping the teacher it was necessary to be as helpful as possible, offering suggestions where needed and giving only constructive criticism."

"Much of the money allotted the school by Right to Read was used for additions to the materials bank and for paper products for making single concept cards, skinny books and chart stories and posters. These ideas have been accepted by the faculty, and they are enthusiastic about carrying them on in the fall."

"This was the first year for a reading/language arts resource teacher. I spent nearly 60% of my time ordering material and setting up files. The teachers have said it has been a tremendous help to be able to ask for materials on specific objectives."

(From a classroom teacher) "Some teachers do not seem to be aware of how useful a resource teacher can be or perhaps are not enjoying her help because of a fear of using another person (teacher) in the room."

(From a classroom teacher) "She was very helpful when I was absent as she taught a reading lesson for the substitute teacher."

"I think that a reading/language arts resource specialist should have the responsibility of teaching one heterogeneous class in order to keep ideas vital and worthwhile on a day to day basis."

"In May I worked school-wide in planning staff development, evaluating the existing program, and ordering materials to supplement what we have in order to prepare for the reading systems."

"I had conferences with the curriculum coordinator and the principal to keep each other up to date and with the teachers, always at their request, about particular problems or just to get things 'off their chests'."

"While no specific text was used for the total staff sessions, packets of materials were prepared for each teacher. The packet contained test instruments for determining student instructional needs as well as information and suggested techniques for teaching specific reading skills. The Artley and Hardin Inventory of Teacher Knowledge of Reading was administered as a pre and post test. The results indicated a significant increase in teacher knowledge in the five major areas identified previously with a needs assessment questionnaire."

"As the reading/language arts resource specialist I have been actively involved in the total reading program of the school. I have worked with each grade level in planning their programs and selecting materials. During the year I worked in eight classrooms on a fairly regular basis, giving demonstration lessons, helping set up a classroom management system, introducing new materials, team teaching and working with small groups of children. I worked with another ten teachers less regularly in carrying on perceptual activities and a phonics programs. I planned, explained and helped the teachers give a short-form IRI at the end of the school year to be used for placement in the fall. I was a member of the school staffing team and worked with the curriculum assistant, guidance counselor, nurse, caseworker and psychologist in planning appropriate measures for the children referred."

"My day is divided almost equally between working with children in their classrooms and developing/organizing materials for teachers. Our school has defined my job as a resource position--therefore, I do not 'pull' kids into a lab situation. Instead I try to vary my schedule and work with any teacher who requests help in any aspect of reading instruction. Hopefully, I can help all teachers to be teachers of reading."

WHAT ARE SOME PROFESSIONAL PUBLICATIONS WHICH SUPPORT THE READING/LANGUAGE ARTS RESOURCE SPECIALIST PROGRAM?

In order to gain more information about the use of a reading/
language arts resource specialist the following journal
articles would be helpful.

Evans, Howard M. "Remedial Reading in Secondary Schools-- Still a Matter of Faith," Journal of Reading, 16 (Nov., 1972), 111-114.

Hesse, Karl D., Smith, Richard J. with Nettleton, Aileen. "Content Teachers Consider the Role of the Reading Consultant," Journal of Reading, 17 (Dec., 1973), 210-215.

Mason, George E. and Palmatier, Robert A. "Preparation of Professionals in Reading," Journal of Reading, 16 (May, 1973), 637-740.

Robinson, H. Alan. "The Reading Consultant of the Past, Present, and Possible Future," The Reading Teacher, 20 (March, 1967), 475-482.

Robinson, R.D. and Smith, B.J. "Secondary Consultant: Remedial Teacher of Content Teachers," Journal of Reading, 16 (March, 1973), 440-443.

Schoeller, Arthur W. "Reading: Emerging Role of the 'RRT', Instructor, 82 (Aug./Sept., 1972), 69-70.

Smith, Richard J. "A Reading Resource Teacher for the Elementary School," The Reading Teacher, 22 (May, 1969), 696-701.

Other information is available on microfiche free of charge from:

Florida Educational Resources Information Center (FERIC)
Department of Education
Knott Building
Tallahassee, Florida 32304

Katrein, Robert M. Conducting an In-Service Reading Program at the Secondary Level, Grades 7-12. (52 page report)
ED 023 558.

Otto, Wayne, "The Principal and the Reading Resource Teacher Program," Paper presented at the International Reading Association Conference in Anaheim, California, May 6-9, 1970. ED 041 713.

Smith, Richard. "The Role of the Reading Resource Teacher," Paper presented at the International Reading Association Conference in Anaheim, California, May 6-9, 1970.
ED 042 578.

Tremonti, Joseph B. "The Training of Reading Teachers for the Disadvantaged," Paper presented at the meeting of the International Reading Association, Atlantic City, N.J., April 19-23, 1971. ED 051 963.

Wiseman, Mel. "Secondary Teachers Can Teach Reading," Paper presented at the convention of the International Reading Association at Anaheim, California, May 6-9, 1970. ED 045 313.

APPENDIXES

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APPENDIX 1

SCHOOLS PARTICIPATING IN THE STAFF DEVELOPMENT PROJECT

BREVARD COUNTY

SUPERINTENDENT:

Dr. Luther Rogers
P. O. Box 5
Titusville, Florida 32780
(telephone: 305/267-3311)

DISTRICT SUPERVISOR:

Mrs. Alethia Rucki
Director, Instructional Projects
705 Avocado Avenue
Cocoa, Florida 32922
(telephone: 305/632-2510)

PARTICIPATING SCHOOLS:

- | | |
|---|--|
| 1. Lewis Carroll Elementary
Skyline Blvd.
Merritt Island, Florida 32952
(telephone: 305/452-1234) | Leon Cowling, Principal
Rhoda Kilbourn, Reading/Language
Arts Resource Teacher |
| 2. Riverview Elementary
3000 Jolly St.
Titusville, Florida 32780
(telephone: 305/269-2325) | T. G. Scarborough, Principal
Kay Patterson, Reading/Language
Arts Resource Teacher |
| 3. Sabal Elementary
1400 Wickham Ave.
Eau Gallie, Florida 32935
(telephone: 305/254-7261) | Nancy Stayman, Principal
Bettye Yount, Reading/Language
Arts Resource Teacher |
| 4. Coquina Elementary
850 Knox McRae Road
Titusville, Florida 32780
(telephone: 305/267-7104) | Evelyn V. Smith, Principal
Frances Askew, Reading/Language
Arts Resource Teacher |
| 5. Roy Allen Elementary
2601 Fountainhead Blvd.
Melbourne, Florida 32935
(telephone: 305/254-0156) | Estle White, Principal
Theresa Comodari, Reading/Language
Arts Resource Teacher |

DUVAL COUNTY

SUPERINTENDENT: Dr. John T. Gunning
1325 San Marco Blvd.
Jacksonville, Florida 32207
(telephone: 904/633-6350)

DISTRICT SUPERVISOR: Margaret Irish
Elementary Education
1011 Peninsular Place
Jacksonville, Florida 32204
(telephone: 904/633-6120)

PARTICIPATING SCHOOLS:

- | | |
|---|--|
| 1. Lola M. Culver Elementary
580 Lawton Ave.
Jacksonville, Florida 32208
(telephone: 904/765-8181) | Robert Dore, Principal
Marilyn Biedenkapp, Reading/
Language Arts Resource Teacher |
| 2. Henry F. Kite Elementary
9430 Lem Turner Rd.
Jacksonville, Florida 32208
(telephone: 904/764-0598) | Ronald VanPelt, Principal
Jannette Robinson, Reading/
Language Arts Resource Teacher |
| 3. Ramona Elementary
5540 Ramona Blvd.
Jacksonville, Fla. 32205
(telephone: 904/786-0606) | Margie Parsons, Principal
Nell Stahl, Reading/Language
Arts Resource Teacher |
| 4. Timucuan Elementary
5429 110th St.
Jacksonville, Florida 32210
(telephone: 904/771-1125) | Velma Scheible, Principal
Louise Sheffield, Reading/
Language Arts Resource Teacher |
| 5. Jacksonville Beach Elementary
315 10th St. South
Jacksonville Beach, Fla. 32250
(telephone: 904/249-4989) | Aniqa Garner, Principal
Jane Isaac, Reading/Language
Arts Resource Teacher |
| 6. Mary McLeod Bethune Elem.
4300 Pearce St.
Jacksonville, Florida 32209
(telephone: 904/768-5252) | Willie Young, Principal
Ruth Andrews, Reading/Language
Arts Resource Teacher |
| 7. Pine Forest Elementary
3929 Grant Rd.
Jacksonville, Florida 32207
(telephone: 904/398-7181) | Eulene Jones, Principal
Robbie McCulley, Reading/Language
Arts Resource Teacher |
| 8. Normandy Village Elementary
8257 Herlong Rd.
Jacksonville, Florida 32210
(telephone: 904/781-3400) | Evelyn Sewell, Principal
Janice Rooney, Reading/Language
Arts Resource Teacher |
| 9. Mayport Elementary
2753 Shangrila Dr.
Atlantic Beach, Florida 32233
(telephone: 904/246-6692) | Harold Gordon, Principal
Jane Isaac, Reading/Language
Arts Resource Teacher |
| 10. Louis Sheffield Elementary
13333 Lanier Rd.
Jacksonville, Florida 32226
(telephone: 904/757-3143) | Edwin H. Beane, Principal
Carole Armstrong, Reading/
Language Arts Resource Teacher |

MONROE COUNTY

SUPERINTENDENT:

Armando J. Henriquez
P. O. Box 1430
Key West, Florida 33040
(telephone: 305/296-6523)

DISTRICT SUPERVISOR:

Milton Henderson
Coordinator of Language Arts
1101 Leon Street
Key West, Florida 33040
(telephone: 305/294-1379)

PARTICIPATING SCHOOLS:

- | | |
|--|---|
| 1. Coral Shores High School
Tavernier, Florida 33070
(telephone: 305/852-2821) | Gerald Adair, Principal
Lilo Duncan, Reading/
Language Arts Resource Teacher |
| 2. Marathon High
Marathon, Florida 33050
(telephone: 305/743-5541) | Katherine Gradick, Principal
Alice Ward, Reading/Language Arts
Resource Teacher |
| 3. Truman Elementary
1200 Truman Ave.
Key West, Florida 33040
(telephone: 305/296-6112) | Wilbur Franklin, Principal
Gerry Riggs, Reading/
Language Arts Resource Teacher |
| 4. Harris Elementary
812 Southard St.
Key West, Florida 33040
(telephone: 305/296-6232) | Ed Rochelle, Principal
Hoyt Porter, Reading/Language
Arts Resource Teacher |

NASSAU COUNTY

SUPERINTENDENT: Albert H. Rumph
Cedar St.
Fernandina Beach, Florida 32034
(telephone: 904/261-5761)

DISTRICT SUPERVISOR: Frances J. Holliday
P. O. Box 687
Fernandina Beach, Florida 32034
(telephone: 904/261-5761)

PARTICIPATING SCHOOLS:

- | | |
|---|--|
| 1. Callahan Elementary
210 W. First St.
Callahan, Florida 32011
(telephone: 904/879-2121) | Guy Germany, Principal
June Page, Reading/Language
Arts Resource Teacher |
| 2. Emma Love Hardee Elementary
Susan Drive
Fernandina Beach, Florida 32034
(telephone: 904/261-5508) | James M. Davis, Principal
Ernestine Haselden, Reading/
Language Arts Resource Teacher |
| 3. Hilliard School
106 N. Illinois
Hilliard, Florida 32046
(telephone: 904/845-2171) | Carl Kane, Principal
Evelyn Delaney, Reading/
Language Arts Resource Teacher |
| 4. Southside Elementary
South 11th St.
Fernandina Beach, Florida 32034
(telephone: 904/261-5509) | Mildred K. Campbell, Principal
Jeannie C. Harnage, Reading/
Language Arts Resource Teacher |
| 5. Yulee Elementary
U.S. Highway 17
Yulee, Florida 32034
(telephone: 904/225-5116) | Robert Springer, Principal
Joan Carr, Reading/Language
Arts Resource Teacher |

PALM BEACH COUNTY

SUPERINTENDENT: Dr. Joseph M. Carroll
3323 Belvedere Rd.
West Palm Beach, Florida 33406
(telephone: 305/683-0050)

DISTRICT SUPERVISOR: Dr. Jewell Cullom
Coordinator, Right to Read Project
3323 Belvedere Rd.
West Palm Beach, Florida 33406
(telephone: 305/683-0050)

PARTICIPATING SCHOOLS:

- | | |
|--|--|
| 1. Berkshire Elementary
1060 South Kirk Rd.
West Palm Beach, Fla. 33406
(telephone: 305/965-9100) | Fannie Z. Howell, Principal
Betty Dunham, Reading/
Language Arts Resource Teacher |
| 2. Greenacres Elementary
405 Jackson Ave.
Greenacres City, Fla. 33460
(telephone: 305/965-0040) | J. Wilkins Smith, Principal
Martha Fisher, Reading/
Language Arts Resource Teacher |
| 3. Grove Park Elementary
8330 North Military Trail
Lake Park, Fla. 33430
(telephone: 305/622-6060) | Lenore A. Dupee, Principal
Susan Snyder, Reading/Language
Arts Resource Teacher |
| 4. Meadow Park Elementary
956 Fla-Mango Rd.
West Palm Beach, Fla. 33406
(telephone: 305/965-3588) | Etta Mae Mosley, Principal
Janis Holloway, Reading/
Language Arts Resource Teacher |
| 5. Kirklane Elementary
1000 Purdy Lane
Palm Springs, Fla. 33460
(telephone: 305/967-3838) | Clifford O. Taylor, Principal
Melinda Clifton, Reading/
Language Arts Resource Teacher |
| 6. Atlantic High School
2501 Seacrest Blvd.
Delray Beach, Fla. 33444
(telephone: 305/278-0324) | I. Earl Hawk, Principal
Sarah Talbert, Reading/
Language Arts Resource Teacher |
| 7. Jefferson Davis Middle School
1560 Kirk Rd.
West Palm Beach, Fla. 33406
(telephone: 305/965-3100) | Herman L. Close, Principal
Jane Yealy, Reading/Language
Arts Resource Teacher |
| 8. Adult Education
1235-15th St.
West Palm Beach, Fla. 33401
(telephone: 305/832-2424) | C. H. Sheffey, Principal
Phyllis Ruzat, Reading/
Language Arts Resource Teacher |
| 9. Roosevelt Junior High
1601 North Tamarind Ave.
West Palm Beach, Fla. 33407
(telephone: 305/833-5602) | Earlene Weston, Principal
Anna Garcia, Reading/Language
Arts Resource Teacher |

PASCO COUNTY

SUPERINTENDENT: Raymond B. Stewart
603 S. 7th St.
Dade City, Florida 33525
(telephone: 904/567-6705)

DISTRICT SUPERVISOR: Dr. Lois Michael
Cypress Elementary School
800 North Madison
New Port Richey, Florida 33552
(telephone: 813/848-3402)

PARTICIPATING SCHOOLS:

- | | |
|--|---|
| 1. Rodney B. Cox Memorial Elem.
201 W. Main St.
Dade City, Fla. 33525
(telephone: 904/567-5360) | Charles Lease, Principal
Lorena Abbey, Reading/Language
Arts Resource Teacher |
| 2. East Zephyrhills Elem.
909 Tenth Ave.
Zephyrhills, Fla. 33599
(telephone: 813/782-5593) | James B. Walker, Principal
Kathleen Lane, Reading/Language
Arts Resource Teacher |
| 3. Elfers Elementary
P. O. Box 307
Elfers, Fla. 33531
(telephone: 813/849-6251) | Mitty Locke, Principal
Gladys Hankins, Reading/
Language Arts Resource Teacher |
| 4. Lacoochee Elementary
Rt. 4, Box 805
Dade City, Florida 33525
(telephone: 904/583-3101) | Randall Belcher, Principal
Jeanette Roberson, Reading/
Language Arts Resource Teacher |
| 5. Pasco Elementary
524 W. Florida
Dade City, Fla. 33525
(telephone: 904/567-5543) | Dallas T. Parker, Principal
Martha Endress, Reading/
Language Arts Resource Teacher |
| 6. Sanders Memorial Elem.
Rt. 1, Box 18
Land O'Lakes, Fla. 33539
(telephone: 813/996-3122) | Marion Crawford, Sr., Principal
Lucy Westfall, Reading/
Language Arts Resource Teacher |
| 7. West Zephyrhills Elem.
502 W. 14th Ave.
Zephyrhills, Fla. 33599
(telephone: 813/782-1546) | Ferd Renninger, Principal
Mrs. Bobby Lou Hornuth, Reading/
Language Arts Resource Teacher |
| 8. Anclote Elementary
P. O. Box 446
Elfers, Florida 33531
(telephone: 813/848-2588) | Lonnie Tatum, Principal
Owen Taylor, Reading/Language
Arts Resource Teacher |
| 9. Shady Hills Elementary
Rt. 1, Box 18
Land O'Lakes, Florida 33539
(telephone: 813/996-3122) | Joseph Souto, Principal
Mary Ann Peacock, Reading/
Language Arts Resource Teacher |
| 10. Cypress Elementary
800 N. Madison
New Port Richey, Fla. 33552
(telephone: 813/842-3402) | Thomas E. Weightman, Principal
Louise Soper, Reading/Language
Arts Resource Teacher |

PINELLAS COUNTY

SUPERINTENDENT: Gus Sakkis (acting)
1960 East Druid Rd.
P. O. Box 4688
Clearwater, Florida 33518
(telephone: 813/442-1171)

DISTRICT SUPERVISOR: Jacqueline Blank
Supervisor of Reading
1960 Druid Rd.
Clearwater, Florida 33518
(telephone: 813/443-3293)

PARTICIPATING SCHOOLS:

- | | |
|--|--|
| 1. Curtis Elementary
1101 Marshall St.
Clearwater, Florida 33515
(telephone: 813/446-6978) | James Shipley, Principal
Shirley Alwin, Reading/Language
Arts Resource Teacher |
| 2. High Point Elementary
6033-150 Ave. N.
Clearwater, Fla. 33516
(telephone: 813/536-2709) | Olney Arnold, Principal
Idamary Hiers, Reading/Language
Arts Resource Teacher |
| 3. Oldsmar Elementary
W. St. Petersburg Dr.
Oldsmar, Fla. 33557
(telephone: 813/855-1366) | Jim Howie, Principal
Trudi Calvin, Reading/Language
Arts Resource Teacher |
| 4. Ozona Elementary
Virginia Ave.
Ozona, Fla. 33560
(telephone: 813/784-3322) | S. Fiscarrotta, Principal
Sharon Allen, Reading/Language
Arts Resource Teacher |
| 5. Palm Harbor Junior High
415-15th St.
Palm Harbor, Fla. 33563
(telephone: 813/784-3352) | Allan Ludecke, Principal
Sharon Allen, Reading/Language
Arts Resource Teacher |
| 6. Safety Harbor Elementary
535-5th Ave. N.
Safety Harbor, Fla. 33572
(telephone: 813-726-8879) | M. Skaroulis, Principal
Idamary Hiers, Reading/Language
Arts Resource Teacher |
| 7. San Jose Elementary
1665 San Roy Drive
Dunedin, Fla. 33528
(telephone: 813/733-0477) | Frank Garcia, Principal
Shirley Alwin, Reading/Language
Arts Resource Teacher |

SARASOTA COUNTY

SUPERINTENDENT: Gene M. Pillot
 2418 Hatton St.
 Sarasota, Florida 33577
 (telephone: 813/958-8831)

DISTRICT SUPERVISOR: Lois Tjaden
 Supervisor of Reading
 2418 Hatton St.
 Sarasota, Florida 33577
 (telephone: 813/958-8831)

PARTICIPATING SCHOOLS:

- | | |
|---|--|
| 1. Alta Vista Elementary
2589 Alta Vista St.
Sarasota, Fla. 33577
(telephone: 813/959-5893) | Barry Napshin, Principal
Bobbie Hartong, Reading/Language
Arts Resource Teacher |
| 2. Brentwood Elementary
2500 Vinson Ave.
Sarasota, Florida 33580
(telephone: 813/924-8616) | Patricia Corbin, Principal
Lois MacBeth, Reading/Language
Arts Resource Teacher |
| 3. Englewood Elementary
250 West Perry St.
Englewood, Florida 33533
(telephone: 813/474-3247) | Harry Soward, Principal
Joy Sicks, Reading/Language
Arts Resource Teacher |
| 4. Gulf Gate Elementary
6500 South Lockwood Ridge Rd.
Sarasota, Fla. 33581
(telephone: 813/922-1506) | Barbara Stahlschmidt, Principal
Barbara Needleman, Reading/
Language Arts Resource Teacher |
| 5. Nokomis Elementary
P. O. Box 759
Nokomis, Florida 33555
(telephone: 813-488-9604) | Barefield Thomas, Principal
Barbara Needleman, Reading/
Language Arts Resource Teacher |
| 6. Phillippi Shores Elementary
4747 South Tamiami Trail
Sarasota, Fla. 33581
(telephone: 813/488-9604) | Frank Rivers, Principal
Julia Rosenbaum, Reading/Language
Arts Resource Teacher |
| 7. Southside Elementary
1901 Webber St.
Sarasota, Fla. 33579
(telephone: 813/959-5864) | Dorothea G. Smith, Principal
Bobbie Hartong, Reading/Language
Arts Resource Teacher |
| 8. McIntosh Junior High
701 South McIntosh Road
Sarasota, Florida 33580
(telephone: 813/955-4175) | Austin Haygood, Principal
Janet Woods, Reading/Language
Arts Resource Teacher |
| 9. Sarasota High
1001 South Washington Blvd.
Sarasota, Florida 33577
(telephone: 813/955-0181) | Wilmer Banks, Principal
Sarah Oster, Reading/Language
Arts Resource Teacher |
| 10. Vocational-Technical School
4748 Beneva Rd.
Sarasota, Fla. 33581
(telephone: 813/924-1365) | Harry R. Hombraker, Jr., Principal
Myra Whatley, Teacher |
| | Lois Gerber, Floating Reading/
Language Arts Resource
Teacher |

APPENDIX 2

RESULTS OF THE SURVEY OF EXPERIENTIAL AND EDUCATIONAL ATTRIBUTES OF READING/LANGUAGE ARTS RESOURCE SPECIALISTS

A. Certification:

Sixty-nine percent hold a Master's degree or better.
Eighty percent hold elementary certification.
Seventy-eight percent hold reading certification.

B. Academic Experience:

(1) University Attendance:

Twenty-three percent attended a Florida community college.
Fifty-three percent attended a Florida undergraduate program.
Fifty-nine percent attended a Florida graduate program.
Nine percent attended a Florida post-graduate program.

(2) Major:

Sixty-three percent majored in elementary education.
Fifty-nine percent majored in reading.

C. Professional Experience:

- (1) Ninety percent have had three or more years of teaching experience.
- (2) Seventy-nine percent have had experience in teaching reading.

D. Beneficial Academic and/or Work Experience:

Sixty-six percent reported specific in-service training experiences as beneficial.
Thirty-three percent reported some work experience in dealing with other people as beneficial.

E. Beneficial Course Work:

Seventy percent reported specific reading course work as beneficial.
Twenty-one percent indicated as beneficial specific course work dealing with understanding, guidance, and psychology of education.

APPENDIX 3

FLORIDA RIGHT TO READ STAFF DEVELOPMENT PROGRAM

Report of Summary of Responses to Form XII, Specific Needs Survey for the Reading/Language Arts Resource Teacher and District Supervisor

SPECIFIC NEEDS SURVEY	District 1	District 2	District 3	District 4	District 5	District 6	District 7	District 8	Total # of Respondents	Total % of Respondents
Number of Form XII Respondents	6	10	5	6		11	5	7	50	
1. Basic Reading Skills	-	-	-	3		1	-	-	4	8
2. Change Agent Skills	5	10	5	2	NO DATA AVAILABLE*	3	5	2	32	64
3. Organizing, Develop- ing, Administering	2	-	5	6		6	3	-	22	44
4. Preparation of Support Materials	5	-	4	4		6	4	2	25	50
5. General information related to read. prog. dir. to specific areas	4	-	2	-		7	2	2	17	34
Other: Diagnosis and Prescription	-	10	-	-		-	1	-	11	22

The Specific Needs Survey chart above denotes, by district, the number of Reading/Language Arts Resource Teachers and district supervisors indicating a need for training in one or more of the five specific staff development areas listed.

* Error made in forms provided to the district.

APPENDIX 4

FLORIDA RIGHT TO READ STAFF DEVELOPMENT PROGRAM

Report of Summary of Responses to Form XV Professional Opinion Survey Needs Completed By Reading/Language Arts Resource Teachers And District Supervisors

- (45) 1. Correlating reading instruction with other areas and other teachers.
- (29) 2. Providing for classroom management.
- (24) 3. Evaluating the reading program.
- (23) 4. Individualizing instruction.
- (20) 5. Providing for varying levels of reading instruction.
- (20) 6. Motivating children to read.
- (19) 7. Making reading interesting.
- (18) 8. Evaluating individual reading progress.
- (17) 9. Developing self-concept in children.
- (17) 10. Diagnosing reading problems.
- (16) 11. Analyzing curriculum instruction in reading.
- (16) 12. Providing for the gifted child in reading instruction.
- (14) 13. Establishing a developmental reading program.
- (14) 14. Prescribing for reading instruction.
- (12) 15. Working with the retarded reader.
- (12) 16. Fostering discipline.
- (9) 17. Change agent skills.
- (7) 18. Using the basal reader effectively.
- (1) 19. Language development.
- (1) 20. Developing comprehensive skills.

APPENDIX 5

NEEDS FOR STAFF DEVELOPMENT BASED ON STANDARDIZED TESTING

I. Needs Ranked By Frequency Mentioned

- (54) a. Comprehension skills
- (19) b. Study skills
- (16) c. Word attack skills
- (11) d. Word processing skills
- (9) e. Written Communication

II. Other Concerns Based on Test Responses

- (13) a. Making staff aware of importance of teaching at child's instructional level and teaching specific skills
- (10) b. Application of skills to content area reading
- (10) c. Implementing individualized instruction
- (4) d. Diagnosing needs
- (4) e. Securing materials at child's instructional level
- (3) f. Developing listening skills
- (3) g. Using basal readers effectively
- (3) h. Providing classroom motivation
- (3) i. Interpretating test results
- (1) j. Building school-wide developmental reading program
- (1) k. Building county-wide developmental reading program
- (1) l. Developing visual and audio perception

APPENDIX 6

WORKSHOPS PROVIDED BY RIGHT TO READ DURING THE 1973-74 SCHOOL YEAR

Date	Location	Hours	Area of Study
9/6/73 9/7/73	Panama City Tampa	6	Alternatives for Organizing and Managing Classroom Reading Programs (Consultant: Dr. Robert Wilson)
10/26/73	Orlando	6	Diagnostic-Prescriptive Reading Instruction in the Classroom (Consultant: Mrs. Sara Simpson)
10/3/73 11/14/73	Palm Beach Jacksonville	6	Early Identification of and Instructional Adjustment for Children with Potential Reading Problems (Consultants: Dr. Lura Carrithers, Dr. Peggy Brogan)
11/2/73	Okeechobee	6	Evaluating Instructional Learning Materials (Consultant: Dr. Richard Culyer)
11/8/73 12/7/73	Tallahassee Lakeland	6	Improving Comprehension and Study Skills (Consultant: Dr. Richard Culyer)
1/25/74	Orlando	6	Ideas for Use by Volunteers for Teaching Reading Skills (Consultant: Dr. Janet Carsetti)
2/4/74 - 2/8/74	Tallahassee	30	Change Agent Skills: The Reading Resource Teacher (Consultants: Shapiro, Mack, Ginsberg, Marecek, Schoeller, Foxgrover)
3/5/74 - 3/7/74	Jacksonville	18	Reading in the Content Areas (Consultant: Dr. John Simmons)
3/8/74 3/15/74	Panama City Orlando	6	Using The Florida Catalog of Objectives (Consultant: Dr. Martha Cheek)
3/22/74	Clearwater	6	Needs Assessment - Program Planning Materials (Consultant: Dr. Hazel Simpson)
4/2/74 - 4/4/74	Tampa	18	Basic Skills, Diagnosis, and Preparation of Support Materials (Consultants: Dr. Martha Cheek, Dr. Richard Culyer)
4/26/74	Jacksonville	6	Reading and the Disadvantaged Child (Consultant: Dr. Lynette Gaines)

APPENDIX 7

FLORIDA RIGHT TO READ STAFF DEVELOPMENT PROGRAM

Report of Summary of Responses to Form XIII District Inservice Staff Development Plans Survey

DISTRICT INSERVICE STAFF DEVELOPMENT PLANS	District 1	District 2	District 3	District 4	District 5	District 6	District 7	District 8	TOTAL IN #	TOTAL IN %
Number of respondents	1	1	1	1	1	1	1	1	8	100.0
Building a school-wide developmental read. prog.	1	1	-	-	1	1	1	1	6	75.0
Diagnosing reading needs	1	1	1	1	1	1	1	1	8	100.0
Grouping children	1	1	-	1	-	1	1	-	5	62.5
Individualizing	1	1	1	1	-	1	1	-	6	75.0
Providing for classroom management	1	1	-	1	-	1	1	1	6	75.0
Developing pre-reading skills	1	1	-	-	-	1	1	-	4	50.0
Introducing and maintain- ing sight vocabulary	-	1	-	-	-	1	1	-	3	37.5
Teaching word analysis skills	-	1	1	-	-	1	1	-	4	50.0
Developing vocabulary	-	1	-	-	-	1	1	-	3	37.5
Improving comprehension and recall	-	1	1	-	-	1	1	-	4	50.0

SUMMARY OF FORM XIII
(Continued)

DISTRICT INSERVICE STAFF DEVELOPMENT PLANS (Continued)	District 1	District 2	District 3	District 4	District 5	District 6	District 7	District 8	TOTAL IN #	TOTAL IN %
Teaching reading as a thinking process	-	1	-	-	-	1	1	-	3	37.5
Using basal readers	1	-	-	-	1	1	1	-	4	50.0
Using the language-experience approach	-	-	-	-	-	1	1	-	2	25.0
Providing instructional alternatives	-	1	1	-	-	1	1	-	4	50.0
Providing extensive reinforcement	-	1	-	-	-	1	1	-	3	37.5
Using supplementary materials and activities	-	1	-	-	-	1	1	-	4	50.0
Working with the slower reader	1	1	-	1	-	1	1	-	5	62.5
Teaching study and research skills	-	1	-	-	-	1	1	1	4	50.0
Teaching reading in the content areas	1	1	1	-	-	1	1	-	5	62.5
Integrating the language arts	1	1	-	-	-	1	1	-	5	62.5
Balancing the reading program	-	-	-	-	-	1	1	1	3	37.5
Using linguistic principles	-	-	-	-	-	-	1	-	1	12.5
Innovating and experimenting	1	1	-	-	-	1	-	-	3	37.5
Using self-evaluation procedures	-	1	-	-	-	1	1	-	3	37.5
Testing and evaluation	1	1	-	1	-	1	1	1	6	75.0
Developing motivation	1	1	-	-	-	1	1	-	4	50.0
Using the library	1	1	-	-	-	1	-	-	3	37.5
Developing a continuum of reading skills	-	-	-	1	-	-	-	-	1	12.5
Early ident. of children w. potential read. prob.	-	-	-	-	1	-	-	-	1	12.5
Perceptual skills	-	-	-	-	-	1	-	-	1	12.5
Visual eye training	-	-	-	-	-	1	-	-	1	12.5
Prescriptive teaching	-	-	-	-	-	1	-	-	1	12.5

The District Inservice Staff Development Plans Survey chart, above, indicates those areas in which the districts are providing specific staff development training.

APPENDIX 8

EVALUATIONS BY RESOURCE SPECIALISTS OF PROFESSIONAL RESOURCES PURCHASED WITH RIGHT TO READ FUNDS

Professional Resources	Company	Would you recommend to others? Why or why not?
<u>Approaches to Beginning Reading by Robert C. Aukerman</u>	John Wiley & Sons, Inc., New York, New York	
<u>Developing Children's Perceptual Skills in Reading by Dr. Lydia Duggins</u>	Mediav Inc. Westport, Conn.	"Excellent! Methods are exciting, motivating and effective."
<u>Improving Reading in the Content Areas in the Secondary Schools</u>	Allyn & Bacon	"Provides suggestions for teaching reading in every content area in secondary school."
<u>Improving Reading in Every Class</u>	Allyn & Bacon	"Yes."
<u>IRA Materials: Reading Teacher Critical Reading Develops Early Guidance & Teaching of Reading Teaching Reading Skills Thru Newspapers Individualized Reading Program Meeting Individalized Needs in Reading Cloze Procedure as Teaching Technique Language Experience Approach for the Culturally Disadvantaged Reading Diagnosis and Remediation</u>	IRA 6 Tyre Ave. Newark, Del.	"Good for professional growth."
<u>Language, Reading, and Learning Disabilities by Alexander Bannatyne</u>	Charles C. Thomas, Publishers Springfield, ILL.	"Highly technical re source of psychological, neuropsychology, diagnostic and remediation techniques."

<u>Professional Resources</u>	<u>Company</u>	<u>Would you recommend to others? Why or why not?</u>
<u>Learning Centers--A Guide for Effective Use Handbook</u>	Learning Resource Center, 10655 S.W. Greenburg Road, Portland, Ore.	"Yes. Helps teachers effectively plan teacher made centers to meet specific objectives in a variety of ways. Good base for introducing curriculum planning and management.
<u>Learning to Read: The Great Debate</u> by Jeanne Chall	McGraw Hill Book Co., Hightstown, New Jersey	
<u>Reading Activities for Child Involvement</u> by Evelyn Spache	Allyn & Bacon, Inc. Boston	"Yes, has excellent ideas in language arts area."
<u>Rhymes for Fingers and Flannelboards</u>	McGraw Hill Book Co., Hightstown, New Jersey	
Substitutes for teachers to attend staff development		"Yes. Teachers that went to workshops have brought back valuable information and ideas to share with other teachers."
<u>Teacher Aid Book</u>	Newton Jacksonville, FL	"Good for finding activities to fit skill being taught."
<u>Teacher's Resource File</u> (Word attack and study skills)	Wisconsin Design 4401 W. 76th St. Minneapolis, Minn.	"Yes, these exercises aid the teacher in spotting areas of weakness and in determining skill instruction needs."
<u>Readability Raters</u>	Educational Horizons, 492 Pedretti Cincinnati, Ohio	"Yes."
<u>Learning Centers: A Guide for Effective Use</u>	The Instructo Corp. Paoli, Pa.	"Yes. They're helpful in learning to make hand-made reading materials and helpful in showing how to set up and organize learning centers.
Consultant Fee		"Certainly! Much enthusiasm and very helpful ideas gained from (the consultant)."
Individual reading books containing ideas for teachers	Instructor Magazine Dansville, N.Y.	"Yes, contains many good ideas for teachers. Many games and activities for use by tutors as well as teachers."

EVALUATIONS BY RESOURCE SPECIALISTS OF MATERIALS
PURCHASED WITH RIGHT TO READ FUNDS

Materials	Company	Would you recommend to others? Why or why not?
Bookmark Library Series	Florida Book Depository Jacksonville, Fla.	"Yes, needed for a complete program."
Silveroli Classroom Reading Inventory	Wm. C. Brown Co. Dubuque, Iowa	"Yes, good IRI."
Scott-Foresman Reading Systems	Florida Book Depository Jacksonville, Fla.	"Yes, needed for a complete program."
Hidden Alpha Pix	Zaner-Bloser	"Yes, fun and good writing training, too."
Wordpacers	Random House 457 Hahn Road Westminister, Ma.	"Yes, would recommend. Individualized, motivating, sturdy."
Durrell-Murphy Phonics Program	Harcourt, Brace, Jovanovich, Inc. 1372 Peachtree St. NE Atlanta, Ga.	"Yes, would recommend; very good phonics practice. Warning: Cards do tear."
Pictocabulary	Barnell-Loft 958 Church St. Baldwin, N. Y.	"Yes, very motivating to high intermediate students."
Reading Library of Comics	King Features 235 East 45th St. New York, N. Y.	"Yes, for motivational purposes only. No, for teaching or instructional purposes."
Reading Progress Books	Ed. Progress Corp. 8538 East 41st St. Tulsa, Okla.	"Not just books. We ordered to fill in a gap. Much use to us because we already had the tape lessons. The entire program is excellent."
Puzzles, Sequence Poster, Spin & See	Newtons School Equip. Co. Jacksonville, Fla.	"Yes, fun way to learn; holds attention of pupils."
Reading Incentive Program	Bowmar P. O. Box 3623 Glendale, Calif.	"Yes, proved to be great for grade 5 boys who showed little interest in reading. Excellent for contracting."
Scope Visuals	Scholastic Book Svcs. 904 Sylvan Ave. Englewood Cliffs, NJ	"Yes, good for remedial readers."
Keys to Good English and Tests	The Economy Co. P. O. Box 687 Stone Mountain, Ga.	"Yes, good practice with proper usage, punctuation, etc. Provides good basic background."
New Reading Skilltext Series	Charles E. Merrill Pub. 1300 Alum Creek Dr. Columbus, Ohio	"Yes, good supplementary material."

Materials	Company	Would you recommend to others? Why or why not?
Filmstrips with Cassettes "Vowel Sounds"	Scott Education Div. Lower Westfield Rd. Holyoke, Ma.	"Yes, filmstrips re- inforce objectives."
Reading Activity Cards For Fun	Teachers Exchange 600, 35th Ave. San Francisco, Ca.	"Yes, good independent work."
Book Bag, Books and Cassettes	Childrens Press 1224 W. Van Buren St. Chicago, Illinois	"Yes, 'attention getting' activity."
Classic Cassettes	Listening Library, Inc. 1 Park Ave. Greenwich, Conn.	"Yes, time has been a factor in limiting pupils who have used the program."
Cassettes--"Syllable Rule and Accent Clues"	Pyramid Paper Co. 310 S. Morgan St. Tampa, Fla.	"Yes, but the female voice is somewhat condescending."
Classic Cassettes	Audio Visual Div. 320, R. 7 Mahwah, N. J.	"Yes, motivating and provides diversity."
Minibike Challenge Program	Childrens Press 1224 W. Van Buren St. Chicago, Illinois	"Yes, anything that will interest boys in reading is worthwhile."
Troll--I Can Read About Horses	Educational Reading Services Mahawa, N. J.	"Yes, for the price it was good. Many enrichment activities."
Basic Reading Set	Educational Sensory Programming Jonesboro, Arizona	"Yes, excellent for vocabulary development."
Hi/Lo I Reading Programs	Sunburst Communica- tions Pound Ridge, N. Y.	"Yes, very good for enrichment reading."
Remedial Workbooks	Bobbs-Merrill 4300 W. 62 St. Indianapolis, Ind.	"Yes, teachers felt it very effective."
Remedial Workbooks	Steck Vaughn P. O. Box 2028 Austin, Texas	"Yes, effective work on needed skills."
Processing Training Filmstrip Set and Motor	EDL-McGraw-Hill 5860 S. Tampa Ave. Orlando, Fla.	"Yes, excellent means of teaching split/second recognition of vocabulary. This machine is a great tool to drill vertical progression, quick scan- ning, main idea, recall, etc."
Bill Martin's Sound Series	Holt, Rinehart & Winston, Inc. 383 Madison Ave. New York, New York	"Yes, excellent for en- richment in literature, vocabulary, recall, language skills development."
Barnell Loft Multi- Level Sets	Barnell Loft 958 Church St. Baldwin, N. Y.	"Yes, excellent for skill grouping."
Dittos--ABC, Reading for Comprehension, Reading-Study Skills	Continental Press 127 Cain St., N.W. Atlanta, Ga.	"Yes."

Materials	Company	Would you recommend to others? Why or why not?
Language Patterns: A Self-Approach	All Florida School Supply Jacksonville, Fla.	"Yes, children work on skills they need to master."
Practice Exercises, Holt Basic Reading Series	Holt, Rinehart & Winston, Inc. 383 Madison Ave. New York, N. Y.	"Yes, the series has pre and post tests, good skills program and high interest."
Wollensak Language Arts Tapes	Enfield's 1063 Haines St. Jacksonville, Fla.	"Yes, high interest level. Worked on word attack skills, vocabulary, comprehension, and listening."
Jim Forest Series Morgan Bay Mysteries Wild Life Adventure Series	Field Educational Enterprises Reading, Mass.	"Yes, high interest, boy orientation, moti- vating, low vocabulary. These factors give the disadvantaged reader an opportunity to be successful in interesting reading."
Hoffman Reading Program	Cook Consultants P. O. Box 22857 Ft. Lauderdale, Fla.	"Yes, it is a good way of developing independent study groups. Also has many other facets: phonics, handwriting, vocabulary, extra in- dependent reading and comprehension. Highly motivational. Easy to operate and maintain, though somewhat expensive."
Controlled Reader Stories for fluency	Educational Develop- mental Lab., Inc. 5860 S. Tampa Ave. Orlando, Fla.	"Yes. We asked the students to help us eval- uate our materials. The response was positive. They gave such reasons as 'The material is different.' 'We liked it.' 'Our reading speed is improving.'"
The Classics Illustrated	Pendulum Press, Inc. Saw Mill Road West Haven, Conn.	"Yes, these are easily read books but they reinforce and expand vocabulary."
Tutorgram	K & W Audio Visual Jacksonville, Fla.	"Yes, highly motivational and self-correcting."
Wheels Books	Field Educational Publishing, Inc. 2400 Hanover St. Palo Alto, Calif.	"Yes, it is highly interesting material for young adults."
Wonderland Starter Libraries	Grosset & Dunlap, Inc. New York, N. Y.	"Yes. Children love and <u>will</u> read."
Word Attack: A Way To Better Reading	Harcourt, Brace, Jovanovich 1372 Peachtree St. NE Atlanta, Ga.	"Yes, good for teacher resource."

Materials	Company	Would you recommend to others? Why or why not?
Reading for Comprehension based on Ask Andy	The Continental Press Elizabethtown, Pa.	"Yes, excellent. Used by 12 teachers."
McCall-Crabbs Standard Test Lessons	Teachers College Press 525 West 120th St. New York, N. Y.	"Yes, very good."
Gates-Pearson Reading Exercises	Teachers College Press 525 West 120th St. New York, N. Y.	"Yes, very good."
Martin Mooney's Minute Mysteries	Educators Publishing Service, Inc. 75 Moulton Street Cambridge, Ma	"No, would rate fair. Would not buy again based on this year's reaction."
Universal Reading	Charles E. Merrill Publishing Co. 1300 Alum Creek Rd. Columbus, Ohio	"Yes, excellent."
Duplicating Masters for Readers Digest Reading Skill Builders	Reader's Digest Services Pleasantville, N. Y.	"Yes, paper work is easier to handle. Easily checked by students."
Listen and Do Vowels with records	Houghton Mifflin 666 Miami Circle Atlanta, Ga.	"Yes, excellent reinforcement of vowel sounds."
Listen and Do Consonants with records	Houghton Mifflin 666 Miami Circle Atlanta, Ga.	"Yes, excellent reinforcement of consonant sounds."
Reaching Forward and Reaching Ahead Units	Scholastic Book Services 904 Sylvan Ave. Englewood Cliffs, NJ	"Yes, both are good high-interest supplemental reading programs."
Perceptual Testing and Training material	Winter Haven Lions Research Winter Haven, Fla.	"Yes, I would recommend this to others for the diagnosis of perception problems."
Visual perception and discrimination materials	Allied Educational Council P. O. Box 78 Galien, Mich.	"Yes, I would recommend this for reinforcement in perception development."
Down Reading Road Open-Ended Stories	Educational Reading Services Mahawa, N. J.	"Yes, builds listening skills; develops creativity."
Go Skilltexts, ditto masters	Scholastic Book Svcs. 904 Sylvan Ave. Englewood Cliffs, NJ	"Provides help in 4 content areas. Workbooks may be divided into 4 parts. Easy for students to work alone."
Guidebook to Better Reading	The Economy Co. P. O. Box 13998 Atlanta, Ga.	"Yes, it fits the county reading objectives."
Brick by Brick Little Drops of Water, Little Grains of Sand Yes or No You Can Say That Again Where There's Smoke, There's Fire Pig in a Poke	Media Materials, Inc. 409 W. Cold Spring Baltimore, Md. 21210	"Yes, these were ordered by our fifth grade teachers to use in the various comprehension areas for teaching the skills and for reinforcement. We have others in our media center and liked those. They are simple, to the point, and have pre-post tests and teachers' guides. The price is realistic."

Materials	Company	Would you recommend to others? Why or why not?
Fountain Valley Support System	Cook Consultants P. O. Box 22857 Ft. Lauderdale, Fla.	"Yes, very good for giving a continuous pupil progress profile in reading."
Sprint Libraries	Scholastic Book Services 904 Sylvan Ave. Englewood Cliffs, NJ	"Yes, excellent for high interest, low level reading."
Paperbacks	Noble & Noble Pub. 245 East 47th St. New York, N. Y.	"Yes, encourages reading for pleasure."
Prevocational texts	Delmar Publishing P. O. Box 5087 Albany, N. Y.	"Yes, it is excellent material for adults and young adults who wish to begin exploring vocations but cannot handle the reading matter."
Reading for Meaning books	J. B. Lippincott Co. East Washington Sq. Philadelphia, Pa.	"Yes, this is good alternative material for levels 4 through 12 for improving cognitive skills."
Plus 10 Cassettes and notebooks	Webster/McGraw Hill 30th Floor 1221 Ave. of the Americas New York, N. Y.	"Yes, increases vocabulary plus interest in reading."
Singer SBTC Phonics Singer SATC Phonics	Singer 1345 Diversey Pkwy. Chicago, Ill.	"Yes, these can be used in learning centers for strengthening skills."
Color Film Loops	Randall Educational Productions P. O. Box 891 Winter Park, Fla.	"Yes, easy to manipulate; characters are very appealing."
New Phonics We Use workbooks	Lyons and Carnahan 407 East 25th St. Chicago, Ill.	"Yes, used many times in our system's reading program."
Highway Holiday Series	Bowmar P. O. Box 3623 Glendale, Calif.	"Yes. Excellent teacher's guide for teaching comprehension skills. It is a supplemental program. Complimentary to any basic reading series to re-teach and reinforce the basic skills."
Monster Books	Bowmar P. O. Box 3623 Glendale, Calif.	"Yes, appealing to children who are reluctant to read."
English Composition for Children	Pied Piper Prod. P. O. Box 320 Verdugo City, Calif.	"Yes, they give the teacher some idea of new techniques in organizing; aid in showing teachers how reading ties into content areas. Have follow-up activities on film."

Materials	Company	Would you recommend to others? Why or why not?
New Linguistic Block Series	Scott, Foresman & Co. 1955 Montreal Rd. Tucker, Ga.	"Yes, colorful, motivating for low children. Children enjoy manipulating the blocks."
Literature for Children: An Introduction	Pied Piper Prod. P. O. Box 320 Verdugo City, Calif.	"Yes, really stimulates interest in poetry and creative writing."
Reading skills cards	McGraw Hill 680 Forest Rd., NE Atlanta, Ga.	"Yes, very good to evaluate child's progress in comprehension step by step."
Paperback books	Scholastic Book Svcs. 904 Sylvan Ave. Englewood Cliffs, NJ	"Yes, classroom libraries are the best way I know to encourage students to read."
Paperback books	E & R Development Co. Vandalia Road Jacksonville, Ill.	"Yes, for the same reason as above."
Controlled reader filmstrips and study guides	EDL-McGraw Hill Orlando Branch 5860 S. Tampa Ave. Orlando, Fla.	"Yes, the Controlled Reader is a good motivational device and the program is a good supplement to a skills program."
Craig reader materials, reading program, and workbooks	School Equipment Distributors 319 Monroe St. Montgomery, Ala.	"Yes, this helps to individualize the reading program and is especially useful to good students who are self-motivated."
"Sun Up" reading skills and duplicating masters	Harcourt-Brace Florida School Depository Jacksonville, Fla.	"Yes, if others are using Harcourt-Brace series, it reinforces skills taught."
Personalized reading center	Xerox Education Center Columbus, Ohio	"Yes, provides individualized reading instruction."
Conquests in Reading workbooks	Webster Division McGraw Hill Book Co. 680 Forrest Rd., N.E. Atlanta, Ga.	"Yes, provides good basic skills work."
Transparencies, spirit masters in various content areas	Systems for Learning Orlando, Florida	"Yes, various word find puzzles books were purchased at about 50¢ a copy and were reproduced. These make excellent scoring exercises. All teachers in school whether or not they were involved in the project were provided with materials appropriate for their subject area. The objective was to make everyone reading conscious."
Reaching Higher, individualized reading	Scholastic Book Svcs. 904 Sylvan Ave. Englewood Cliffs, NJ	"Yes."

EVALUATIONS BY RESOURCE SPECIALISTS OF EQUIPMENT
PURCHASED WITH RIGHT TO READ FUNDS

Equipment	Company	Would you recommend to others? Why or why not?
Cassette tape recorders	So. Photo & News 1515 Marion St. Tampa, Fla. 33601	"Yes. Enabled more teachers to use the tape programs that were available to them."
Flannel Board and Magnetic Board Materials	American Seating Atlanta, Ga.	"Good for concept and language development."
Headset	Audiotronics Miami, Fla.	"Yes, provides motivation."
Jacks	Audio Visual Equip. 237 Washington Hackensack, N. J.	"Yes, enables more children to use tape."
Laminating Press	Rainbow Associates P. O. Box 4155 Sarasota, Fla.	"Yes. 1. Good method of preserving teacher-made materials. 2. Materials are more durable and easier to use for teachers and students. 3. Seal press is uncomplicated to use."
Laminating Material	Miller A.V. Technique, Inc. 851 College Pkwy. Ft. Myers, Fla.	
Language Masters	Bell & Howell	"Especially good for speech and vocabulary."
Previewers	Nasco	"Yes, provides motivation."
Reading Star Buttons & Reading Certificates	All-Florida School Supply Co. Jacksonville, Fla.	"Yes. These were used in a self-concept tutor program for low readers."
Tape Recorder & Player	Aves of Georgia College Park, Ga.	"Yes, for diagnosis and teaching."
Thermal Masters	Aves of Georgia College Park, Ga.	"Yes, to make copies of material on specific skills."
Pacer Audio Cassette tape player	The Economy Co. P. O. Box 687 Stone Mountain, Ga.	"Yes, the tapes that go with the Pacer are excellent."
Materials, charts and markers		"Yes, we were running out and needed them for all language experience stories."
File folders	Mutual Wholesale 330 N. Ingham Lakeland, Fla.	"Yes, used for building a file of materials to be used in the teaching of various skills listed in our county check list."
Materials for file system	Florida School Book Depository Jacksonville, FL.	(See above)

EVALUATIONS BY RESOURCE SPECIALISTS OF KITS
PURCHASED WITH RIGHT TO READ FUNDS

Kits	Company	Would you recommend to others? Why or why not?
Maturity Kit	Scholastic Book Svcs. 904 Sylvan Ave. Englewood Cliffs, NJ	"Yes. Fits objectives for levels 14-15."
Reading Attainment System	Grolier Educational Corp. 845 3rd Ave. New York, N. Y.	"Yes, high interest."
Try This Kit	Harcourt, Brace, Jovanovich, Inc. 1372 Peachtree St. N.E. Atlanta, Ga.	"Yes, good supplement for Bookmark Program. Would definitely recommend."
SRA Lab	Audiotronics	"Yes, high interest level."
Heath Language Kits		"Yes, needed to complete our language listening programs."
Study Scope Classroom Kit	Benefic Press 10300 West Roosevelt Westchester, Ill.	"Yes, excellent. Highly motivational. Good for individual students."
Flip Chex-- Perceptual Development Kit	Educational Concepts Corp. 4008 Jefferson St. Hollywood, Fla.	"Our E.M.R. teacher in particular liked using this. It is designed for perceptual development skills as well as self-checking and correction. It was interesting at first to our second graders but once they found out how it worked, they lost interest. Kindergarten and first grade will probably enjoy it next year."

EVALUATIONS BY RESOURCE SPECIALISTS OF GAMES
PURCHASED WITH RIGHT TO READ FUNDS

Games	Company	Would you recommend to others? Why or why not?
Learning Games Learning Centers	Learning Resource Center, 10655 S.W. Greenburg Road Portland, Ore.	"Yes, provides a basis for managing curriculum objectives and pro- viding for individual needs."
Reading Games	Newton's School Equipment Co. P.O. Box 37004 Jacksonville, FL.	"Yes, these games are grouped for suggested use in reinforcing basic skills, teaching struc- tural analysis, com- prehension, and creativity."
Scrabble	K-Mart U.S. 19 North Dunedin, FL	"Yes, excellent to build vocabulary."
Spill and Spell	Toy King 260 U.S. 19 South Tarpon Springs, FL.	"Yes, children enjoy making new words-- manipulative."
Mix and Match Long Vowel Puzzle and Mix and Match Short Vowel Puzzle	Trend Enterprises Box 3073 St. Paul, Minn.	"Yes, good."
Phonics We Use Learning Games Kit	Lyons & Carnahan Publishers 407 E. 25th St. Chicago, Ill.	"Yes, they are fun ways to drill and easy ways to introduce learning centers or specific skills. Also aids in the beginning to individualize."
Third Syllable Game	Education Aides 845 Wisteria Dr. Fremont, Calif.	"Yes, as a time-saver and to stimulate ideas for teacher-made games of other sorts."
Games Students Play	Education Aides 845 Wisteria Dr. Fremont, Calif.	"This is up-to-date and was well received by many as an addition to our library. Not everyone liked it."

APPENDIX 9

A SUMMARY OF TECHNIQUES AND ACTIVITIES USED BY READING/LANGUAGE ARTS RESOURCE TEACHERS AND CLASSROOM TEACHERS

Techniques and Activities	Would you recommend to others? Why or why not?
Individualized Testing Program	"Yes. We know where each child can perform and can start building the reading program from there.
Grouping for reading on basis of individual tests. (IRI)	"Yes. By grouping on basis of individual tests we were much more able to meet each child's individual needs."
Free reading period. One-half hour per week.	"Yes, very well accepted by teachers and students. Provides good motivation for reading."
Buddy system: Fifth and Sixth graders working with primary students for reinforcement.	"Yes, good motivation for both primary and intermediate children."
Children write and illustrate their own "mini books."	"Yes, the other children enjoy reading each other's books."
Referral system to junior high.	"Yes, facilitates transition of students to new school; expedites scheduling reading classes at new school; provides better communication between the two groups of teachers."
Tutoring of poor readers by community members.	"Yes, relieves classroom teachers of burden of having to give so much extra attention to one or two in a class of 35. Gives child much needed one-to-one instruction. Improves relations between school and community."
Testing each new student immediately before assigning to class.	"Yes, enables classroom teacher to determine immediately where child should be placed. Also, a brief interview with the child provides valuable information and the assignment of a 'buddy' helps child adjust more quickly."
Students supply ending for short stories.	"Yes, students enjoy 'making up' ending to stories. Can be used for individuals or for groups."

Techniques and Activities	Would you recommend to others? Why or Why not?
Phonetic system on window shades using teacher-made materials.	"Yes, good for (1) introducing skills; (2) reinforcement; (3) extension of skills. Readily accessible and can be used for all levels."
Based on MRRT results the 15 lowest first-year students were grouped for a total developmental readiness program using listening centers, audio-perceptual materials, gross and fine motor activities, and teacher's total commitment to the students' needs.	"Yes, unless a child has a good foundation, he will have compounded problems as he moves up in a developmental program."
Tape recorder.	"Yes, corrective in speech defects and gets better fluency in reading. Used in In-service workshops."
The language master and listening center: Using blank cards with picture word, Dolch basic sight words, and Dolch phrase cards stapled to them.	"Yes, good for individual help or for small groups. Fosters independent activity and good for learning centers."
Trained tutors on language masters.	"Yes, very effective for vocabulary, comprehension and listening. Stimulates high interest."
Filmstrip pre-viewers: Using stories with captions, such as Walt Disney, science and social studies films.	"Yes, to improve the pupils sight vocabulary."
Staff workshops on reading.	"Very excellent for self-image with immediate feedback to learner."
Developing methods for teaching reading in the content areas.	"Yes, should have an effective program next year with peer tutors."
	"Yes, helps to improve the pupils' reading ability in the content areas and language arts."
	"Yes, helpful for getting teachers interested in reading promotion."
	"Yes, gets all teachers involved."

Techniques and Activities

Would you recommend to others? Why or Why not?

This year we have attempted to introduce the learning center for purposes of motivation, (student responsibility) reinforcement, and independent activities. We have tried to organize these centers so that they fill in gaps (or missing steps) in our present reading programs and so that we can keep each child moving forward in a complete developmental program.

Single concept cards and sentences.

Skinny books.

Construction of games, devices, and drill materials by volunteer aides under teacher direction for use in classroom resource room and by volunteer aides.

Sharing of ideas and materials in developing comprehension skills from Right to Read meetings.

A plan for a master file of vocabulary lessons in all content areas and the preparation of a pre and post vocabulary test for every high school student.

Laminating machine.

"Yes, we feel it has definite advantages in addition to educational ones. It helps to develop good self-concept in children needing to improve theirs, while allowing others to individually pace themselves."

"Yes, effective way to teach vocabulary. Logical, practical, cheap, applicable in any situation."

"Yes, easily made from discarded books or magazines. Children can handle activity independently. Can be used by students in teaching one another sight words, vowel sounds, etc."

"Novel way to get children to read-- short and on their levels."

"Yes, enthusiasm of parents and teachers and students for these attractive materials. Lots of meaningful practice in specific skills."

"Yes, enthusiastic response of teacher participants. Lots of good interaction and idea sharing. Also I never thought of that. More understanding of student need."

(Plans for next year based on enthusiasm created this year.)

"Yes, preserves charts, stories written by pupils, sequence posters and cards."

APPENDIX 10

COMPOSITE EVALUATIONS OF 56 RESOURCE TEACHERS BY 8 DISTRICT SUPERVISORS

1. Relations:

How does the person get along with the:

	Very Good	Satisfactorily	Poor
a. District Supervisor	51	4	0
b. Resource teachers	49	5	1
c. Administration	45	8	2
d. Other teachers	41	13	1
e. Students	50	5	0

2. How does the person present himself?

a. Does he speak up for his own ideas?	51 Yes	4 No
b. Does he speak in front of others?	48 Yes	7 No
c. Does he answer questions forthrightly?	52 Yes	3 No
d. Does he ask meaningful questions?	52 Yes	3 No

3. How does the person invest himself?

a. Does he seek out things on his own?	52 Yes	3 No
b. Does he do anything extra?	51 Yes	4 No
c. Does he operate independently?	49 Yes	6 No

4. How does the person cope with his situation?

a. Does he finish what he begins?	55 Yes	0 No
b. Does he pay attention to detail?	47 Yes	8 No
c. Does he perform carefully and conscientiously?	53 Yes	2 No
d. Does he have a clearly-defined goal in mind?	47 Yes	8 No
e. Does he recognize his limitations?	50 Yes	5 No

5. Using the following list of reading competencies, check those which the teacher possesses in identifying and evaluating the reading skills of her students. Use those unchecked items as a further guide in providing specific staff development in-service plans.

WEAKNESSES OF THE READING/LANGUAGE ARTS RESOURCE SPECIALISTS
AS EVALUATED BY THE DISTRICT SUPERVISORS

Reading Competencies for the Elementary Teacher

- 0.0 The competent teacher of reading should demonstrate the ability to diagnose the reading status of individual students, prescribe appropriate reading methods and materials to improve reading performance, evaluate attainment of reading skills and build reading fluency so that reading is used by students independently for recreation and to obtain information.

IDENTIFYING AND EVALUATING READING SKILLS OF STUDENTS

- 1.0 In order to perform in the above manner, the teacher must possess a thorough knowledge of the following essential skills:

- | | |
|----|---|
| 1 | 1.1 Pre-Reading Skills |
| 2 | 1.1.1 Oral Language Skills |
| 1 | a) Recognize word boundaries |
| 1 | b) Use adequate vocabulary |
| 1 | c) Express ideas in complete sentences |
| 1 | d) Relate stories in sequence |
| 1 | e) Participate in discussions |
| 1 | 1.1.2 Visual Discrimination Skills |
| 2 | a) Recognize likenesses and differences in objects (manipulative) and designs |
| 1 | b) Identify from memory, stimuli (designs, objects, letters, words) presented briefly |
| 1 | c) Classify objects and pictures |
| 1 | d) Recognize likenesses and differences in numerals, letters, and words |
| 2 | e) Reproduce numerals, letters, and words |
| 1 | f) Recognize and reproduce own name in manuscript |
| 2 | g) Identify upper and lower case letter names and symbols (manuscript) |
| 1 | h) Reproduce upper and lower case letter symbols (manuscript) |
| 1 | i) Recognize colors and color names |
| 1 | j) Follow picture and design sequence |
| 1 | 1.1.3 Auditory Discrimination Skills |
| 1 | a) Follow simple one and two-step directions |
| 1 | b) Identify simple everyday sounds |
| 1 | c) Recognize likenesses and differences in letters and words |
| 1 | d) Recognize rhyming words |
| 1 | e) Reproduce simple sounds, letters and words |
| 1 | f) Recognize sounds in words |
| 12 | 1.1.4 Listening Comprehension Skills |
| 13 | Listen to: |
| 13 | a) Determine purpose |
| 13 | b) Identify main character |
| 12 | c) Identify details |
| 13 | d) Identify sequence of events |
| 14 | e) Identify relationships (cause-effect, comparisons, etc.) |
| 13 | f) Interpret descriptive language |
| 13 | g) Recognize emotions |
| 12 | h) Draw inferences |
| 13 | i) Anticipate outcomes |
| 13 | j) Understand opposites, i.e. up/down; over/under |

6	1.1.5 Visual-Motor Skills
6	a) Coordinate eye-hand movements
	b) Execute directionality in coordinated-hand-eye movements
	1.2 Decoding
	1.2.1 Sight Vocabulary
1	a) Identify familiar words, i.e. nouns, verbs
1	b) Identify service words in context
	1.2.2 Letter Association
	a) Identify upper and lower case letter symbols (manuscript and cursive)
	b) Reproduce from auditory clue the upper and lower case letter symbols
	c) Reproduce from memory the upper and lower case letter symbols (manuscript and cursive)
	1.2.3 Phonic Analysis (Phoneme-Grapheme Relationships)
	a) Identify phoneme-grapheme correspondences
	b) Blend phonemes into words
	1.2.4 Structural Analysis
	Recognize/Understand/and Use:
2	a) Inflectional endings
	b) Compound words
1	c) Roots, prefixes, and suffixes
	d) Contractions
1	e) Syllabication
1	f) Word derivations
	1.2.5 Contextual Analysis
	a) Use context clues
2	1. Sentence sense
2	2. Synonyms
2	3. Antonyms
2	4. Homonyms
1	5. Comparison and contrast
1	6. Words and multiple meanings
1	b) Picture clues
	1.2.6 Dictionary Usage
	Use:
1	a) Alphabetical order/guide words
2	b) Pronunciation symbols
3	c) Accent marks
1	d) Syllabication
	1.3 Comprehension Skills
	1.3.1 Literal Skills
	Understand:
3	a) Concrete words, phrases, clauses, and sentence patterns
2	b) Main ideas
3	c) Details
2	d) Sequence
3	e) Cause and effect situations
3	f) Contrasts and comparisons
4	g) Character traits and actions
3	h) Abbreviations, symbols, and acronyms
6	i) Words from other languages, including word origin
2	j) Follow written directions

	1.3.2 Interpretative Skills
	Understand/Utilize:
3	a) Predict outcomes
3	b) Draw conclusions and make generalizations
4	c) Perceive relationships
4	d) Figurative language
2	e) Capitalization and punctuation
4	f) Mood and emotional reactions
4	g) Pronouns and antecedents
4	h) Author's purpose and point of view
6	i) Signal words
6	j) Abstract words
	1.3.3 Reorganizational Skills
3	a) Classify
3	b) Outline
3	c) Summarize
5	d) Synthesize
3	e) Sequence
	1.3.4 Critical Skills
24	a) Identify relevant and irrelevant information
25	b) Identify adequacy of material
26	c) Understand reliability of author
23	d) Differentiate facts and opinions
22	e) Separate real and unreal information
26	f) Understand fallacies in reading
3	1.4 Reference and Study Skills
	1.4.1 Reference skills
4	a) Understand library arrangements
	Utilize:
3	b) Dictionary
3	c) Encyclopedia
4	d) Specialized reference materials
4	e) Library card catalog
	1.4.2 Basic Skills for content subject reading
	Locate and Utilize:
23	a) Title page
23	b) Copyright information
23	c) Table of contents
23	d) Lists of charts and illustrations
23	e) Introduction, preface, and foreword
23	f) Appendix
23	g) Bibliography
23	h) Glossary
23	i) Index
23	j) Study questions
23	k) Pronunciation keys
23	l) Answer keys
23	m) List of suggested readings
23	n) Maps, tables, graphs, and diagrams
23	o) Footnotes, typographical aids, and marginal notes
14	p) Preview, skim, and scan
14	q) Adjust rate according to material and purpose
14	r) Understand general and specialized vocabulary
3	2.0 In addition to skill knowledge, the teacher must demonstrate proficiency in evaluating reading skill attainment by the use of the following:
5	2.1 Criterion-based measures
3	2.2 Analysis of oral reading and spelling errors
4	2.3 Other evaluation techniques as necessary

- 19 3.0 Thirdly, the teacher will assist the student to build reading fluency in the above skills so that students use reading for recreation and obtaining information.
- RECOGNIZING AND DIAGNOSING READING PROBLEMS
- 5 4.0 The following diagnostic procedures, both formal and informal, should be skillfully used.
- 4.1 Informal
- 4 4.1.1 Use of multi-level student texts available in the classroom to determine instructional level in decoding, vocabulary, and literal comprehension skills.
- 4 4.1.2 Construction and use of an Informal Reading Inventory which includes the components of oral and silent reading passages as well as isolated sight vocabulary.
- 5 4.1.3 Knowledge of student behavior indicative of:
1 a) Auditory Problems
1 b) Visual Problems
1 c) Emotional Maladjustments
- 17 4.1.4 Identification of strengths and weaknesses in learning modalities
- 13 4.1.5 Identification of students interests
- 4.2 Formal
- 4 4.2.1 Administer, score and interpret individual and group diagnostic reading tests
- 16 4.2.3 Administer auditory screening test (i.e. Audiometer, Wepman)
- 15 4.2.4 Administer visual screening test (i.e. Telebinocular, Pedestal stereoscope)
- 1 5.0 In addition, the individual will demonstrate skill in recognizing individual differences in terms of learning potential and experiential background.
- 4 5.1 Knowledge of the appropriate use and limitations of measures of learning potential
- 3 5.2 Recognize the influence of background experiences in learning
- 5 5.3 Understand and appreciate dialectical differences
- PREScribing AND USING A VARIETY OF APPROPRIATE METHODS AND MATERIALS TO INCREASE READING PERFORMANCE
- 6 6.0 The following facets of prescriptive teaching should be taken into account:
- 13 6.1 Select and sequence skill objectives to meet individual needs
- 25 6.2 Demonstrate the understanding and application of various approaches and teaching methods, matching them to preferred learning modalities and rates.
- 16 6.3 Evaluate reading materials in terms of skill development, content, and general appropriateness for learner

27	6.4	Select reading materials in relation to learning modalities and learning rate	.
5	6.5	Use a variety of grouping patterns in order to provide for individual skills, interests, projects, research, and social needs	.
5	6.6	Identify the need for as well as to organize and manage groups of varying sizes, i.e., total class, large group, small group, and one-to-one	
4	6.7	Use or adapt both commercial and teacher/pupil made materials to student needs	

RESPONSES BASED ON SELF-EVALUATIONS OF FOURTEEN
READING/LANGUAGE ARTS RESOURCE SPECIALISTS

	Area in which teacher is relatively confident and needs no further training	Area in which teacher needs additional training
A. Motivating Student		
.Creating and maintaining children's interest in reading.	12	2
.Integrating reading into both school-oriented and non-school activities of children	6	8
B. Diagnosing Reading Problems		
.Determining the need for reading assistance of individual students	10	4
.Selection of evaluative instruments to determine individual problem areas.	5	9
C. Prescribing for and Implementing Solutions to Reading Problems		
.Knowledge of available alternative approaches	8	6
.Knowledge of available information sources and materials	2	12
.Ability to choose appropriate materials/approaches for a given reading problem	10	4
.Ability to teach the skills determined to be necessary for the individual student.	8	6
.Knowledge of evaluative instruments to test the accomplishment of individual objectives.	3	11